

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| DISTRICT INFORMATION                                                 | SCHOOL INFORMATION                                 |
|----------------------------------------------------------------------|----------------------------------------------------|
| District: HAMILTON TOWNSHIP-ATLANTIC COUNTY                          | School: George L. Hess Educational Complex         |
| Chief School Administrator: DR. MICHELLE CAPPELLUTI - SUPERINTENDENT | Address: 700 Babcock Road, Mays Landing, NJ 08330  |
| Chief School Administrator's E-mail: cappellutim@hamiltonschools.org | Grade Levels: PreK; 2-5                            |
| Title I Contact: Lisa Dagit-Director of Curriculum and Instruction   | Principal: Ms. Melanie E. Lamanteer                |
| Title I Contact E-mail: dagitl@hamiltonschools.org                   | Principal's E-mail: lamanteerm@hamiltonschools.org |
| Title I Contact Phone Number: 609-476-6102                           | Principal's Phone Number: 609-476-6115             |

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Melanie E. Lamanteer

*Melanie E. Lamanteer*

June 30, 2015

Principal's Name (Print)

Principal's Signature

Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held 18 stakeholder engagement meetings.
- State/local funds to support the school were \$ 10,881,369 which comprised 96% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$10,913,981 which will comprise 95% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item                                                                     | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|--------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------|------------------|
| Technology Supplies – (Chromebooks, Laptops)                             | 1,2, & 3                      | ALL                        | 20-231-100-600-05    | 89088.00         |
| Technology Equipment – Interactive White Boards                          | 1,2, & 3                      | ALL                        | 20-231-400-731-05    | 12000.00         |
| Cross- Content Units of Study Professional Development (Out of District) | 3                             | ALL                        | 20-231-200-500-05    | 5000.00          |
| Cross-Content Institute TCRWP                                            | 3                             | ALL                        | 20-231-200-500-05    | 2500.00          |
| iRead Scholastic Program (Pilot)                                         | 2 & 3                         | ALL                        | 20-231-100-600-05    | 3500.00          |
| NewsELA Subscription (online leveled non-fiction text)                   | 1,2,& 3                       | ALL                        | 20-231-100-600-05    | 6000.00          |
| Spring Board Tutoring Program                                            | 3                             | ALL                        | 20-231-100-300-05    | 10000.00         |
| IXL Math Pilot                                                           | 2 & 3                         | ALL                        | 20-231-100-600-05    | 500.00           |
| Math Problem Solving Supplies                                            | 3                             | ALL                        | 20-231-100-600-05    | 1500.00          |
| Parental Involvement Workshops                                           | 2 & 3                         | ALL                        | 20-231-200-300-06    | 1800.00          |

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

|                                                            |           |     |                   |           |
|------------------------------------------------------------|-----------|-----|-------------------|-----------|
|                                                            |           |     |                   |           |
| Parental Involvement Workshops – Food/Supplies             | 2 & 3     | ALL | 20-231-200-600-06 | 800.00    |
| Staff Development Workshops – Technology Integration Focus | 1,2,& 3   | ALL | 20-231-200-300-06 | 2000.00   |
| Teacher Salaries                                           | 3         | ALL | 20-231-100-100-06 | 78,380.00 |
| FICA (Teacher Salaries)                                    | 3         | ALL | 20-231-200-200-06 | 20379.00  |
| Coordinator Stipends                                       | 1, 2, & 3 | ALL | 20-231-200-100-06 | 6468.00   |
| FICA (Coordinator Stipends)                                | 1, 2, & 3 | ALL | 20-231-200-200-05 | 495.00    |
| ELL Teacher Workshop Membership                            | 3         | ALL | 20-231-200-500-05 | 1152.00   |
| ELL Memberships                                            | 3         | ALL | 20-231-200-800-05 | 105.00    |

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**\*Add lines as necessary.**

| Name                                                  | Stakeholder Group                                  | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|-------------------------------------------------------|----------------------------------------------------|------------------------------------------------|----------------------------------|------------------------------------|-----------|
| Melanie Lamanteer<br>David Neff<br>Christine LoPresto | School Staff:<br>Administrators                    | X                                              | X                                | N/A                                | On File   |
| MaryLynn Stecher                                      | District Staff: Director of<br>Special Education   | X                                              | X                                | N/A                                | x         |
| Corey Meisenhelter                                    | BSI Coordinator/ELA<br>Teacher                     | X                                              | X                                | N/A                                | x         |
| Jane Flanagan                                         | Special Education<br>Coordinator<br>(Math)/Teacher | X                                              | X                                | N/A                                | x         |
| Christine Reed                                        | Special Education<br>Coordinator<br>(ELA)/Teacher  | X                                              | X                                | N/A                                | x         |
| Tammy Welsey                                          | Reading Specialist/ELA<br>Coordinator/Teacher      | X                                              | X                                | N/A                                | x         |

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

|                    |                                             |   |   |     |   |
|--------------------|---------------------------------------------|---|---|-----|---|
| Nancy Barrall      | Math Coordinator/Teacher                    | X | X | N/A | x |
| Karen Sauerbrey    | PreK Coordinator/Teacher                    | X | X | N/A | x |
| Stacey Weiner      | House Chairperson/Teacher                   | X | X | N/A | x |
| Kristen Ciambrone  | House Chairperson/Teacher                   | X | X | N/A | x |
| Kevin Marr         | House Chairperson/Teacher                   | X | X | N/A | x |
| Amy Gold           | House Chairperson/Teacher                   | X | X | N/A | x |
| Lisa DeCesero      | House Chairperson/Teacher                   | X | X | N/A | x |
| Carolyn Scianni    | House Chairperson/Teacher                   | X | X | N/A | x |
| David Evangelist   | Related Arts Chairperson/Teacher            | X | X | N/A | x |
| Jessica Ward       | Teacher                                     | X | X | N/A | x |
| Barbara Signorello | Science/Social Studies Coordinator/ Teacher | X | X | N/A | x |
| Kelly King         | Teacher                                     | X | X | N/A | x |
| Kim Smith          | Teacher                                     | X | X | N/A | x |
| Kelly Adams        | Teacher                                     | X | X | N/A | x |
| Jennifer McCrary   | Teacher                                     | X | X | N/A | x |
| Lynn Evangelist    | Guidance                                    | X | X | N/A | x |
| Gail Seigelman     | Guidance                                    | X | X | N/A | x |

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)***

|              |           |   |   |     |   |
|--------------|-----------|---|---|-----|---|
| Laura Mulder | Guidance  | X | X | N/A | x |
| Amy Haye     | Parent    | X | X | N/A | x |
| Norma Boakes | Community | X | X | N/A | x |

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date              | Location               | Topic                          | Agenda on File |    | Minutes on File |    |
|-------------------|------------------------|--------------------------------|----------------|----|-----------------|----|
|                   |                        |                                | Yes            | No | Yes             | No |
| October 27, 2014  | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| January 5, 2015   | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| February 11, 2015 | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| February 24, 2015 | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| February 25, 2015 | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| February 26, 2015 | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| March 11, 2015    | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| March 12, 2015    | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| March 13, 2015    | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| March 18, 2015    | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |
| March 19, 2015    | George L. Hess Complex | Comprehensive Needs Assessment | X              |    | X               |    |



## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

|                |                        |                  |   |  |   |  |
|----------------|------------------------|------------------|---|--|---|--|
| March 23, 2015 | George L. Hess Complex | Plan Development | X |  | X |  |
| March 26, 2015 | George L. Hess Complex | Plan Development | X |  | X |  |
| March 27, 2015 | George L. Hess Complex | Plan Development | X |  | X |  |
| March 30, 2015 | George L. Hess Complex | Plan Development | X |  | X |  |
| March 31, 2015 | George L. Hess Complex | Plan Development | X |  | X |  |
| April 9, 2015  | George L. Hess Complex | Plan Development | X |  | X |  |
| June 1, 2015   | George L. Hess Complex | Plan Development | X |  | X |  |
|                |                        |                  |   |  |   |  |
|                |                        |                  |   |  |   |  |

***\*Add rows as necessary.***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>What is the school's mission?</b>                                                                                                                                                                             | The mission of the George L. Hess Educational Complex is to provide a safe and secure learning environment where students develop into well-rounded critical thinkers that can work both independently and collaboratively drawing upon strong foundational skills and processes in order to become problem solvers using real-world applications and 21st Century Technologies. |
| <b>We thought it important to also include the vision statement as well. Coupled with the mission statement together they provide a better understanding and more clearly answer the questions listed above.</b> | <p>We are the Hess School Community. . . committed to learning, growing and achieving together.</p> <p>Information is listed on the school and district web pages and all correspondence to parents and staff.</p>                                                                                                                                                               |

## **SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### **Evaluation of 2014-2015 Schoolwide Program \***

**(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

**We did not operate a schoolwide program in the 2014-2015 School year.**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

| Areas                                              | Multiple Measures Analyzed                                | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Achievement – English Language Arts (ELA) | NJASK Data grades 3-5 (From the 2014 Examination Results) | The information provided in the NJASK results provides an overall picture of student achievement in grades 3-5 in regards to the Common Core State Standards. Comparisons are made between various subgroups within our school, our school compared with state averages, and our school with like schools (similar demographics). Additionally this year in looking at the data provided we were able to analyze trends in growth (Grades 4 & 5) as well overall achievement.                                                                                                                                |
|                                                    | Fountas and Pinnell Reading Benchmarks                    | The Fountas and Pinnell Reading Benchmarks are minimally utilized with each student three times per year (minimally) to assess each child on their independent reading level by evaluating their comprehension and fluency. The assessment is a key data source for planning guided reading groups based on the leveled reading system. In understanding a students' independent reading level teachers can differentiate instruction to ensure students continue to progress through the continuum of levels in regards to text complexity while developing/acquiring the expected literature based skills. |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas                              | Multiple Measures Analyzed                                                         | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | Spelling Inventories                                                               | Foundations ( grade 2) & Words Their Way (3-5) are the programs that are utilized to supports students learning in regards to Phonemic Awareness; blends, digraphs, long/short vowels, etc. and spelling patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Academic Achievement - Writing     | <p>NJASK Data grades 3-5 (From the 2014 Examination Results)</p> <p>Portfolios</p> | <p>The information provided in the NJASK results provides an overall picture of student achievement in grades 3-5 in regards to the Common Core State Standards. Comparisons are made between various subgroups within our school, our school compared with state averages, and our school with like schools (similar demographics). Additionally this year in looking at the data provided we were able to analyze trends in growth (Grades 4 &amp; 5) as well as overall achievement.</p> <p>Through grades K-8 students maintain a writing portfolio. Each year student work samples in the following areas are kept in the portfolios; 1 opinion, 1 narrative and 1 informational piece of writing. In addition to that an on-demand pre and post writing sample is kept in the portfolio. All pieces are scored according to Columbia Teacher's College Readers Writers Workshop Rubrics.</p> |
| Academic Achievement - Mathematics | NJASK Data grades 3-5 (From the 2014 Examination Results)                          | The information provided in the NJASK results provides an overall picture of student achievement in grades 3-5 in regards to the Common Core State Standards. Comparisons are made between various subgroups within our school, our school compared with state averages, and our school with like schools (similar demographics). Additionally this year in looking at the data provided we were able to analyze trends in growth (Grades 4 & 5) as well overall achievement.                                                                                                                                                                                                                                                                                                                                                                                                                      |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas                           | Multiple Measures Analyzed                                                                                                        | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <p>Go Math Benchmarking</p> <p>Common Assessments</p> <p>Xtra Math. Com</p>                                                       | <p>All students are administered the Go Math Online Benchmark for their grade level at the beginning of the school year and again at the end to determine growth as well as areas in which they need remediation. Reports can be generated to better understand and analyze the data collected.</p> <p>Throughout the school year data is gathered that is aligned with the Common Core Standards which allows for staff to gain an understanding of students' strengths and weaknesses in order to drive instruction and differentiate based on students' needs.</p> <p>This online program was integrated into our math workshop model as a means to facilitate students' proficiency with fact fluency.</p> |
| Family and Community Engagement | <p>Sign In Sheets</p> <p>Surveys</p> <p>Pre-Conference Forms</p> <p>PTA Minutes/Collaboration</p> <p>Parent Volunteer Program</p> | <p>Family and community engagement opportunities are on-going through Parental Involvement Committee meetings, PTA meetings, Bi-Annual conferences, Back-to-School Nights, visitations during American Education Week, Family Nights, Math and ELA parent workshops, band and choir concerts and special academic events such as the Art &amp; Science Fair. We also run a volunteer program at the school. Andrea Lawful-Trainer also worked with parents over a 12 week period of time to assist parents in navigating different aspects of the school district (professional development for parents).</p>                                                                                                  |
| Professional Development        | <p>Meeting agendas</p> <p>Sign-In Sheets</p> <p>Surveys</p>                                                                       | <p>Professional development opportunities are on-going in our district throughout the school year. There are weekly common planning meetings based on content. There are monthly Professional Learning Community (PLC) meetings based on Student Growth Objectives and Professional Development Plans. Additionally content specific meetings with imbedded professional development occur monthly. There are seven district-wide professional development days that provide information on a variety of pertinent areas. The district also supports and encourages staff to attend</p>                                                                                                                        |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas                      | Multiple Measures Analyzed                                                                                                                                                          | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                                                                                     | professional development opportunities outside of the district as well. The staff is surveyed on a regular basis to determine the course of professional development. Additionally evaluation results are analyzed regarding instructional practice via the iObservation platform to drive professional development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Leadership                 | Administrator Evaluations:<br>iObservation<br>NJ State Practice Instrument for Evaluation Leadership Scoring Rubric<br>Administrative Growth Objectives<br>Professional Development | <p>All administrators are evaluated in accordance with Achieve NJ Legislation. Data from observations is reviewed to determine the direction of administrative professional development. District and building administration meet minimally monthly to discuss and plan for school/district initiatives in all aspects of the operation of the school.</p> <p>Additionally identified teacher leaders in content area and each house work jointly with administration to ensure solid lines of communication on all aspects of the operation of the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| School Climate and Culture | Staff Surveys<br>Agendas/Minutes from the School Wide Climate Committee                                                                                                             | <p>The administration works jointly with all stakeholders to provide a safe and nurturing school climate with an emphasis in delivering a high quality curriculum via sound instructional practice rooted in Dr. Marzano's Framework for Effective Instruction. Educators strive to instill the ideal of being a "life-long" learner in their students and model this ideal on a regular basis. This is especially true in how staff have responded to the changes brought forth by the AchieveNJ Legislation. The staff is diligent in ensuring they work to meet or exceed the requirements contained within the initiative. The administration maintains an open door policy for all stakeholders in an effort to ensure everyone has a voice in the operation of the school. Additionally surveys are utilized to garner input on a variety of topics as well.</p> <p>The school motto is, "Three Houses. . . One Home". Because we are such a large elementary school staff and students are grouped</p> |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                            | <p>into one of 3 houses and remain in that cohort during their time in grades 2-5. Students attend activities for their own house as well as school wide and by grade level. In this way students get the opportunity to know all of their peers but on a day to day basis over the course of 4 years they are in a “smaller” environment in order to build closer relationships. Another primary purpose of the house system is to aid in collaboration among teachers regarding students’ strengths and weaknesses to better tailor instruction to meet their needs.</p> <p>Teachers volunteer their time for various committees and events. The School Climate Committee is comprised of three Sub-Committees as follows:</p> <ul style="list-style-type: none"> <li>➤ <b><i>Achievement</i></b> <ul style="list-style-type: none"> <li>○ Plan &amp; develop how we recognize achievement (behavior &amp; academic) in all members of our school community (students, staff, parents).</li> </ul> </li> <li>➤ <b><i>School Wide Activities</i></b> <ul style="list-style-type: none"> <li>○ Develop and plan student and staff school-wide activities.</li> </ul> </li> <li>➤ <b><i>School Safety Team</i></b> <ul style="list-style-type: none"> <li>○ Focus on building “character” within the building with anti-bullying being primary focus.</li> </ul> </li> </ul> <p>Additionally there is a garden club committee comprised of staff, students and parents that collaborate to create a spring/summer raised bed vegetable garden.</p> <p>Administration hosts Parental Involvement Committee meetings as a forum to discuss any matters that parents deem important to the</p> |



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas                       | Multiple Measures Analyzed                                    | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                                                               | <p>overall climate and culture of the school. These sessions also serve as a way to disseminate information to parents/guardians regarding any programmatic/curricular changes.</p> <p>Extravaganzas are held each trimester to recognize students who demonstrate positive behavior throughout the trimester. Additionally there is a bus incentive program to recognize students monthly who, collectively, demonstrate appropriate behaviors on their bus.</p> <p>Teachers and paraprofessionals are recognized by their peers monthly for having a positive impact within the school community. Cafeteria incentives are awarded monthly to classrooms demonstrating great cafeteria manners. Monthly “Sweet Stings” (mascot is the Hornet) are also utilized to recognize students monthly based on a set of criteria/character traits that students exemplify.</p> |
| School-Based Youth Services | Participation Forms                                           | <p>Two times a year the mobile dentist comes to the school to provide dental care to students.</p> <p>A series of workshops titles, “Strengthening Families” takes place on a regular basis for participating families. This is organized by our school psychologist and offers opportunities for families to come together to better learn how to navigate different aspects of the school community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Students with Disabilities  | System 44/Scholastic Phonic Inventory (SPI)                   | In addition to information listed previously for Math and ELA; System 44 is used for our most challenged readers in special education. The program focuses on foundational reading and phonics intervention through the use of technology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Homeless Students           | Documentation from the School’s Homeless coordinator/liaison. | The school employs a homeless coordinator/liaison who works with families in need to assist them in ensuring students attend school regularly and have all of the necessary supplies to be successful. She also works with families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas                               | Multiple Measures Analyzed   | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |                              | to provide information regarding outside agencies that may be of assistance.                                                                                                                                                                                                                                                                                                                                                  |
| Migrant Students                    | N/A                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Economically Disadvantaged Students | Free and Reduced Application | During the 14-15 school year applications were reviewed to properly identify students for additional programs that can be offered based on this status. These programs include, but are not limited to, additional parent workshops, and available resources for student class preparedness. In the 15-16 school year access to full day pre-school will be available for those meeting eligibility based on economic status. |
| English Language Learners           | ACCESS Testing               | <i>(All assessment information listed above also pertains to ELL Students)</i><br>During the 14-15 school year, all ELL students were assessed using this tool. Individual student outcomes are assessed and instructional programs are tailored to meet students' needs.                                                                                                                                                     |

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

**1. What process did the school use to conduct its Comprehensive Needs Assessment?**

*During the 14-15 school year, Melanie Lamanteer, Principal of the George L. Hess Educational Complex, organized her Principal's leadership committee (faculty council), which was comprised of various administrators, staff and community members. Her overall goal was to gain the input of all stakeholders with the Hess School and community to analyze and recognize needs within the school in order to successfully develop goals to meet those needs. In order to accomplish this, Ms. Lamanteer shared much of the above-mentioned data with all members of the committee to help recognize the most important needs within the school, which was ultimately supported by data or survey's conducted during the course of the year.*

**2. What process did the school use to collect and compile data for student subgroups?**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- a. Standardized Testing Data: This baseline data has been provided to us yearly by the state department of education. In addition, this data is publicly reported to the BOE as required by state law. Each of the 41 categories is then addressed, and information is compiled and disaggregated. Once we complete this task, we begin to place emphasis on what sub-groups/issues need to be targeted.
- b. Progress Indicator Data (common assessments): This data collection process has been recently revised due to the Common Core Standards. With recent revisions common assessments are used to determine mastery or non-mastery for our students. Common assessments are currently being completed and will take place in all content areas.
- c. Fountas and Pinnell Reading Benchmarking System: F&P has been used for the past seven years since the implementation of the Teacher's College Reading and Writing Workshop Model. Due to the data and positive results we have seen since the program's implementation, the benchmarking system has been utilized in all grade levels. The benchmark provides independent reading level for all of our students and is given minimally 3 times per year. This allows students to determine growth during the course of the year as it pertains to independent reading and comprehension levels.
- d. GoMath! Benchmark Assessment: Students take a pre- and post-math benchmark test on the computer to determine growth throughout the 2014-2015 school year.
- e. Fact Fluency Drills via [www.XtraMath.org](http://www.XtraMath.org): This web-based program keeps track of student progress of fact fluency throughout the school year. Students were given a fact test in September prior to utilizing Xtramath. The same assessment will be given to students at the conclusion of the school year to determine effectiveness of the Xtramath program to determine the impact on students' fact fluency.
- f. Pre- & Post Testing: In ELA and mathematics, we perform testing at the beginning and at the end of each unit. This enables us to make certain that student needs are being met.
- g. Basic Skills instruction (BSI ) Testing: When necessary, as a result of I&RS, we test students to determine whether there is a need for Basic Skills Instruction. The majority of basic skills instruction continues to be delivered in a co-teaching model for all of our students ("push-in"). During the 2014-2015 school year a more intensive BSI program was piloted. The initial data was favorable and showed students in this program made larger gains in closing the individual reading gaps that existed for each identified student.
- h. Gifted and Talented Program: Students were chosen by examining multiple points of data that are encompassed within a qualifying matrix to determine eligibility for the Gifted and Talented Program. There is push-in and a pull-out component. Each identified student receives an Individual Gifted Education Plan.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

**NJASK Data-** This baseline data has been provided to us annually by the state department of education for several years. In addition to this, this data is publicly reported to the BOE as required by state law. Data can be disaggregated and compared to both previous grade level data as well as longitudinally.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

**Fountas & Pinnell Reading Benchmark Assessment-** This assessment allows us to determine a student's independent reading level, which in turn is their reading ability. Since this test is given three times per year to students, we are able to measure and determine a student's growth in regard to their independent reading and comprehension ability.

**Go Math Assessment-** This computer based assessment from ThinkCentral is designed to correlate to the Go Math textbook that supports our curriculum. The process for administration is standard across the school and grade levels.

### 4. What did the data analysis reveal regarding classroom instruction?

We believe that we need to continue to look at instructional strategies, which will continue to improve, through further implementation of differentiation and best practices. In order to assist in accomplishing this, administration continues to rely on the changes within the teacher evaluation process to provide more feedback based on the need for additional formal observations of all teachers. Administration and staff will continue to use iObservation and the Marzano framework. This tool will allow for further data analysis as it directly relates to specific teachers in order to determine student growth by utilizing a variety of data as mentioned previously. Through reports generated via the iObservation platform data can be displayed in a manner that allows administration and staff to determine the extent to which the most impactful instructional strategies are being implemented and at what level of implementation. Based on this data it has been determined in the 15-16 school year there will be a professional development focus on Domain 1; Design Question 4; Elements 21-23 which speaks directly to higher level thinking in students. Marzano's research in this area has proven that the effective implementation of these elements yields the greatest gains in student achievement. In addition, technology is a need to enhance classroom instruction and student engagement. Many tools necessary to implement interventions and assess and analyze student growth utilize technology (i.e. GoMath, System 44, Xtra Math, IXL, and

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

NewsELA). Standardized testing such as PARCC testing utilizes technology, and students need to have access to technology to become fluent users to eliminate this deficiency as a factor for poor test results. Currently classrooms only have one teacher computer available in their classroom on a consistent basis. While there may be additional devices in classrooms they are designated for BSI students only. There are mobile carts for technology. We have 12 laptop carts with 15 computers each that are signed out and shared by 1467 students, with the exception of testing windows when they are booked for testing purposes. Because our school is so large we utilize each day in the entire testing window to test all students.

### **5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?**

Through staff surveys, administrative observations, and results of analyzing student data, we discovered the need to continue to provide professional development in specific areas. These include the following: (1) Evaluation of data through various student assessments, (2) differentiation of instruction and higher order thinking (3) Development of appropriate SGOs utilizing multiple measures, (4) analysis of technology literacy for students, staff and parents and (5) proper utilization of our various PLCs.

### **6. How does the school identify educationally at-risk students in a timely manner?**

At-Risk students can be identified in any of the following ways:

- Report card grades
- Teacher observation
- Additional testing by literacy coaches

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

- Guidance/CST recommendation
- Parent inquiry
- Teacher rating scales
- Formal & informal assessments
- State standardized test scores
- I&RS Team
- Outside medical referrals
- Reading Disability Screenings

### **7. How does the school provide effective interventions to educationally at-risk students?**

Teachers utilize student at-risk folders for a child exhibiting academic and/or behavioral difficulty. The teachers are required to document attempted interventions (from the PRIM manual or content coordinators) and their outcomes in this red folder.

Referrals are submitted and the student is evaluated by the BSI coordinator, I&RS team, or the Child Study Team depending on the needs of the student and outcome of interventions attempted through an action plan. If the child is identified as needing these services, he or she is then provided them in a timely manner inclusive of parental notification via a letter, a meeting, and a telephone call.

### **8. How does the school address the needs of migrant students?**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

While our migrant student population is minimal, students and families are provided with a variety of services. These range from personal student programming and testing for identification of needs, to presenting evening programs for parents and before school academic programs based on the varying levels of our students. Along with that we have improved our strategies in developing documents that may be in a parent's native language.

### **9. How does the school address the needs of homeless students?**

Working collaboratively with our School Resource Attendance Officer (SRAO), the needs assessment has identified the importance of student identification so that support services both within our school and the greater community can be offered to each family.

### **10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?**

Teachers are provided with common planning time (PLC) for instructional and collegiality purposes focused on their Student Growth Objectives (SGO). We currently have developed a schedule highlighting the various meetings that will take place during the week and month, which is also kept on our schools electronic calendar. Along with that each meeting is assigned a room where a binder is kept that contains a meeting template form. Part of the form includes all of the staff member's names that should be attending the meetings as well as an area for objectives that should be covered depending on the type of meeting taking place. Administration often attends the various PLC meetings that occur and closely monitor the various communities' effectiveness in articulating and collaborating with various staff.}

- Teachers are given professional development opportunities to evaluate student performance and student success.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

- Teachers are given professional development opportunities to evaluate their own performance and successes.
- Teachers are provided with release time for curricular and instructional revision.
- Teachers meet with the Director of Curriculum and Instruction and the building administrators.
- Teachers complete Progress Indicator grids marking student progress (common assessments).

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Elementary to Middle School- Teacher articulations are held throughout the year to facilitate collaboration among the buildings. At the end of the school year, students in grade 5 take the Scholastic Reading Inventory (the tool used at the middle school) to determine their lexile score for reading level. Fifth grade teachers also pass along student writing portfolios to share information about writing progress. This helps the sixth grade teachers to prepare for instruction and support incoming students with the transition.

**12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The Leadership Team comprised of members from all stakeholder groups met on a regular basis to analyze student data, teacher data, and various surveys to share as a part of the Comprehensive Needs Assessment. As a result of collecting and analyzing the data the areas of greatest need were determined for the Hess School.

***\*Provide a separate response for each question.***



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

|                                                               | #1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | #2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of priority problem                                      | Consistent access to basic technology in order to integrate 21 <sup>st</sup> Century Technology into all content areas. (hardware)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Professional Development related to technology integration infused into the current models of instruction for the core content areas. Increased access to software/ web based programming that enhance the current models of instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Describe the priority problem using at least two data sources | <p>Today's students are digital natives having been born into a technologically rich world. In order for students to reap the benefits of advances in technology that can enhance their learning they must have consistent opportunities to access technology. Currently we have 12 laptop carts (15 laptops on each cart) that are shared among 6 hallways. (1484 students) Some classrooms have 2-3 additional computers or 1 chrome book for the purpose of accessing web 2.0 resources such as Xtra Math which is designed to build fact fluency. In looking at the pre and post benchmark data for fact fluency the results are moving in a positive direction. Teachers reported via a survey that they have difficulty having all students access the program on a regular basis due to a lack of consistent technology, had the technology been consistent and more readily available student gains may have been greater. This is only one minute example of how access to technology can enhance students' learning. Additionally with the advent of PARCC testing it is more important than ever to ensure students have access to devices and the ability to use them to facilitate their attainment of the learning goals within the Common Core Curriculum. Technology has become a tool for students not only to acquire knowledge but a tool in gaining access to real world experiences and a platform for demonstrating their proficiencies across the Common Core Curriculum.</p> | <p>With the integration of the web 2.0 tool Xtra Math during the 2014-2015 school year fact fluency growth at all grade levels has shown marked improvement. This is in spite of the limited number of devices in classrooms that served as access points for students. This is one example of how integrating technology can enhance the current model of instruction and increase students' proficiency on foundational skills. Similarly in ELA students utilized a basic keyboarding program once a week. Their progress was charted and students demonstrated growth in speed and accuracy. This was done through the computer literacy classes. The problem is being able to have students apply what they learn in those classes to the general instructional settings. Once teachers/students have access to the technology they need time to determine what platforms will be most beneficial in increasing students' academic gains through integration into the current models of instruction.</p> |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

|                                                                                 |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the root causes of the problem                                         | Consistent access to technology equipment (devices) and programs (web based) for student and staff are essential in order to create 21 <sup>st</sup> Century Learning communities where technology serves as a learning and teaching tool as well as a platform for students' expression of learning. | Staff needs professional development and exposure to available resources (online/ web. 2.0 tools) that will integrate seamlessly into the current models of instruction and enhance current instructional practice and increase student outcomes.                                                                                            |
| Subgroups or populations addressed                                              | All Students and Staff                                                                                                                                                                                                                                                                                | All Students and Staff                                                                                                                                                                                                                                                                                                                       |
| Related content area missed (i.e., ELA, Mathematics)                            | ELA and Math – based on 2013-2014 Data. State data for 2014-2015 PARCC assessment not currently available.                                                                                                                                                                                            | ELA and Math – based on 2013-2014 Data. State data for 2014-2015 PARCC assessment not currently available.                                                                                                                                                                                                                                   |
| Name of scientifically research based intervention to address priority problems | Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study                                                                                                                                                                        | <p>Professional Learning Communities</p> <p>Technology Integration Classes (w/ students, staff &amp; Technology Integration Specialists)</p> <p>On-site professional development</p> <p>Off-site professional development (Turn-keyed for Staff)</p> <p>Xtra Math</p> <p>Scholastic iRead (Pilot)</p> <p>NewsELA</p> <p>IXL Math (Pilot)</p> |
| How does the intervention align with the Common Core State Standards?           | All web based programs/assessments are directly tied to the CCSS/NJCCCS for core content areas.                                                                                                                                                                                                       | All platforms/programs/Web 2.0 tools utilized will be directly related to curriculum thus align with CCSS/NJCCCS.                                                                                                                                                                                                                            |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

|                                                               | #3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | #4 |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Name of priority problem                                      | Ongoing professional development in Literacy across all content areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
| Describe the priority problem using at least two data sources | In order to support the current models of instruction as well as address the demands of increased rigor within the CCSS staff across all content areas must receive ongoing training in literacy instruction and intervention to address student needs. Fountas and Pinnell data regarding reading gaps and reflected in the CNA demonstrated that prior to the increase in rigor the reading gap was closing. Upon increasing expectations the gap has widened. Observations regarding content areas outside of ELA indicate a need for ongoing training to ensure true integration of ELA concepts into all core content areas. This is especially true in regards to students' ability to problem solve in math (academic vocabulary comprehension, understanding the structure of the written problem) and work with non-fiction text (Science/Social Studies). |    |
| Describe the root causes of the problem                       | In order to provide for effective in-house professional development it is necessary for key staff members to attend outside training that supports the current researched based models of instruction. This includes but is not limited to professional development opportunities from Teacher's College Readers & Writers Program, professional development specific to ELL teachers, and professional development for mathematics, sci./ss. teacher pertaining to ELA in the content areas.                                                                                                                                                                                                                                                                                                                                                                       |    |

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

|                                                                                 |                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                 | All teachers need to aid students in applying ELA skills to all content areas. Professional development is key to ensuring ELA content is integrated across all core content areas.                                                                                                                                           |  |
| Subgroups or populations addressed                                              | All Students and staff                                                                                                                                                                                                                                                                                                        |  |
| Related content area missed (i.e., ELA, Mathematics)                            | ELA and Math – based on 2013-2014 Data. State data for 2014-2015 not currently available.                                                                                                                                                                                                                                     |  |
| Name of scientifically research based intervention to address priority problems | Workshop Model of Instruction (Balanced Literacy), Cross Content Literacy , TCRWP Instructional Units of Study, iRead programming via Scholastic (Pilot), Math Workshop Model of Instruction Go Math Series, Xtra Math, IXL Math (pilot), NewsELA Subscription, Student participation in Spring Board Afterschool Programming |  |
| How does the intervention align with the Common Core State Standards?           | All programs/units of study are grounded in and aligned to the CCSS/NJCCCS.                                                                                                                                                                                                                                                   |  |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

| <b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</b> |                             |                                                                                                      |                                                                                                                   |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Area Focus</b>                                                      | <b>Target Population(s)</b> | <b>Name of Intervention</b>                                                                          | <b>Person Responsible</b>                                                                                         | <b>Indicators of Success (Measurable Evaluation Outcomes)</b>                       | <b>Research Supporting Intervention<br/>(i.e., IES Practice Guide or What Works Clearinghouse)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ELA                                                                            | Students with Disabilities  | Reading & Writing Workshop<br><br>ELA Technology Integration Lab Visits (Bi-Weekly)                  | Principal, Vice Principals, Supervisor of Special Education, Reading Specialist, ELA Coordinator, Teaching Staff  | Fountas & Pinnell Benchmarks<br><br>Writing Rubrics<br><br>Keyboarding Fluency Data | Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058<br><br>Columbia University Teachers’ College Reading & Writing Project<br><br>LLI Research by Irene Fountas & Gay Su Pinnell<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study                                                                                                                                                                                                                                            |
| Math                                                                           | Students with Disabilities  | Math Workshop<br><br>Xtra Math.com<br><br>Math/Sci./SS Technology Integration Lab Visits (Bi-Weekly) | Principal, Vice Principals, Supervisor of Special Education, Reading Specialist, Math Coordinator, Teaching Staff | Go Math Benchmarks<br><br>Common Assessments<br><br>Xtra Math Fluency Reports       | Houghton Mifflin Harcourt Go Math Research<br><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a><br><br>Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study<br><br>Meta-Analysis of Mathematic Basic-Fact Fluency<br>Interventions: A Component Analysis<br>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011 |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                      |                                                                                                      |                                                                                           |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s) | Name of Intervention                                                                                 | Person Responsible                                                                        | Indicators of Success (Measurable Evaluation Outcomes)                              | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                |                      |                                                                                                      |                                                                                           |                                                                                     | DOI: 10.1111/j.1540-5826.2010.00323.x<br>CITATIONS<br><br>Assisting Students struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. What works Clearing House NCEE 2009-4060 USDOE                                                                                                                                                                                                                                                                                                   |
| ELA                                                                            | Homeless             | Reading & Writing Workshop<br><br>ELA Technology Integration Lab Visits (Bi-Weekly)                  | Principal, Vice Principals, Reading Specialist, ELA Coordinator, Teaching Staff, Guidance | Fountas & Pinnell Benchmarks<br><br>Writing Rubrics<br><br>Keyboarding Fluency Data | Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058<br><br>Columbia University Teachers’ College Reading & Writing Project<br><br>LLI Research by Irene Fountas & Gay Su Pinnell<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study                                                                                                                           |
| Math                                                                           | Homeless             | Math Workshop<br><br>Xtra Math.com<br><br>Math/Sci./SS Technology Integration Lab Visits (Bi-Weekly) | Principal, Vice Principals, Math Coordinator, Teaching Staff                              | Go Math Benchmarks<br><br>Common Assessments<br><br>Xtra Math Fluency Reports       | Houghton Mifflin Harcourt Go Math Research<br><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a><br><br>Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study<br><br>Meta-Analysis of Mathematic Basic-Fact Fluency |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                      |                                                                                                |                                                                                 |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s) | Name of Intervention                                                                           | Person Responsible                                                              | Indicators of Success (Measurable Evaluation Outcomes)                                         | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                    |
|                                                                                |                      |                                                                                                |                                                                                 |                                                                                                | <p>Interventions: A Component Analysis</p> <p>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011</p> <p>DOI: 10.1111/j.1540-5826.2010.00323.x</p> <p>CITATIONS</p> <p>Assisting Students struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. What works Clearing House NCEE 2009-4060 USDOE</p>                                                                      |
| ELA                                                                            | Migrant              | <p>Reading &amp; Writing Workshop</p> <p>ELA Technology Integration Lab Visits (Bi-Weekly)</p> | Principal, Vice Principals, Reading Specialist, ELA Coordinator, Teaching Staff | <p>Fountas &amp; Pinnell Benchmarks</p> <p>Writing Rubrics</p> <p>Keyboarding Fluency Data</p> | <p>Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058</p> <p>Columbia University Teachers’ College Reading &amp; Writing Project</p> <p>LLI Research by Irene Fountas &amp; Gay Su Pinnell</p> <p>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study</p>                   |
| Math                                                                           | Migrant              | <p>Math Workshop</p> <p>Xtra Math.com</p> <p>Math/Sci./SS</p>                                  | Principal, Vice Principals, Math Coordinator, Teaching Staff                    | <p>Go Math Benchmarks</p> <p>Common Assessments</p>                                            | <p>Houghton Mifflin Harcourt Go Math Research</p> <p><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a></p> <p>Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055</p> <p>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of</p> |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                      |                                                                                                |                                                                                 |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s) | Name of Intervention                                                                           | Person Responsible                                                              | Indicators of Success (Measurable Evaluation Outcomes)                                         | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                |                      | Technology Integration Lab Visits (Bi-Weekly)                                                  |                                                                                 | Xtra Math Fluency Reports                                                                      | <p>Teaching Framework – A Descriptive Case Study</p> <p>Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis<br/>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011<br/>DOI: 10.1111/j.1540-5826.2010.00323.x<br/>CITATIONS</p> <p>Assisting Students struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. What works Clearing House NCEE 2009-4060 USDOE</p> |
|                                                                                |                      |                                                                                                |                                                                                 |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ELA                                                                            | ELLs                 | <p>Reading &amp; Writing Workshop</p> <p>ELA Technology Integration Lab Visits (Bi-Weekly)</p> | Principal, Vice Principals, Reading Specialist, ELA Coordinator, Teaching Staff | <p>Fountas &amp; Pinnell Benchmarks</p> <p>Writing Rubrics</p> <p>Keyboarding Fluency Data</p> | <p>Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058</p> <p>Columbia University Teachers’ College Reading &amp; Writing Project</p> <p>LLI Research by Irene Fountas &amp; Gay Su Pinnell</p> <p>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study</p>                                         |
| Math                                                                           | ELLs                 | Math Workshop                                                                                  | Principal, Vice Principals,                                                     | Go Math Benchmarks                                                                             | <p>Houghton Mifflin Harcourt Go Math Research</p> <p><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a></p>                                                                                                                                                                                                                              |



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                            |                                                                                     |                                                                                                   |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s)       | Name of Intervention                                                                | Person Responsible                                                                                | Indicators of Success (Measurable Evaluation Outcomes)                         | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                |                            | Xtra Math.com<br><br>Math/Sci./SS Technology Integration Lab Visits (Bi-Weekly)     | Math Coordinator, Teaching Staff                                                                  | Common Assessments<br><br>Xtra Math Fluency Reports                            | Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study<br><br>Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis<br>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011<br>DOI: 10.1111/j.1540-5826.2010.00323.x<br>CITATIONS<br><br>Assisting Students struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. What works Clearing House NCEE 2009-4060<br>USDOE |
| ELA                                                                            | Economically Disadvantaged | Reading & Writing Workshop<br><br>ELA Technology Integration Lab Visits (Bi-Weekly) | Principal, Vice Principals, Supervisor of Special Education, Reading Specialist, ELA Coordinator, | Fountas & Pinnell Benchmarks<br><br>Writing Rubrics<br><br>Keyboarding Fluency | Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058<br><br>Columbia University Teachers' College Reading & Writing Project<br><br>LLI Research by Irene Fountas & Gay Su Pinnell<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study                                                                                                                                                                                                                                                 |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                            |                                                                                                      |                                                              |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s)       | Name of Intervention                                                                                 | Person Responsible                                           | Indicators of Success (Measurable Evaluation Outcomes)                        | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                |                            |                                                                                                      | Teaching Staff                                               | Data                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Math                                                                           | Economically Disadvantaged | Math Workshop<br><br>Xtra Math.com<br><br>Math/Sci./SS Technology Integration Lab Visits (Bi-Weekly) | Principal, Vice Principals, Math Coordinator, Teaching Staff | Go Math Benchmarks<br><br>Common Assessments<br><br>Xtra Math Fluency Reports | Houghton Mifflin Harcourt Go Math Research<br><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a><br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study<br><br>Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055<br><br>Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis<br>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011<br>DOI: 10.1111/j.1540-5826.2010.00323.x<br>CITATIONS<br><br>Assisting Students struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. What works Clearing House NCEE 2009-4060 USDOE |
| ELA                                                                            |                            | Reading & Writing Workshop                                                                           | Principal, Vice Principals,                                  | Fountas & Pinnell Benchmarks                                                  | Teaching Elementary School Students to be Effective Writers – What Works Clearing House – Recommendation 3 NCEE 2012-4058<br><br>Columbia University Teachers' College Reading & Writing Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                      |                                                                                                                                                                                   |                                                                                                              |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s) | Name of Intervention                                                                                                                                                              | Person Responsible                                                                                           | Indicators of Success (Measurable Evaluation Outcomes)                | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                |                      | ELA Technology Integration Lab Visits (Bi-Weekly)<br><br>*iRead Scholastic Foundations Reading Program (pilot) (qualifying students in grades 2 & 3)<br><br>*NewsELA Subscription | Supervisor of Special Education, Reading Specialist, ELA Coordinator, Director of Curriculum, Teaching Staff | Writing Rubrics<br><br>Keyboarding Fluency Data                       | LLI Research by Irene Fountas & Gay Su Pinnell<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study                                                                                                                                                                                                                                                                                                                                                             |
| Math                                                                           |                      | Math Workshop<br><br>Xtra Math.com<br><br>Math/Sci./SS Technology                                                                                                                 | Principal, Vice Principals, Supervisor of Special Education Math Coordinator, Director of                    | Go Math Benchmarks<br><br>Common Assessments<br><br>Xtra Math Fluency | Houghton Mifflin Harcourt Go Math Research<br><a href="http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf">http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf</a><br><br>Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055<br><br>Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study<br>Assisting Students struggling with Mathematics: Response to Intervention for |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> |                      |                                                                                                  |                           |                                                        |                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area Focus                                                             | Target Population(s) | Name of Intervention                                                                             | Person Responsible        | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                                                              |
|                                                                                |                      | Integration Lab Visits (Bi-Weekly)<br><br>*IXL Math Pilot<br>qualifying students<br>grades 2 & 3 | Curriculum Teaching Staff | Reports                                                | Elementary and Middle Schools. What works Clearing House NCEE 2009-4060 USDOE<br><br>Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis<br>ARTICLE in LEARNING DISABILITIES RESEARCH AND PRACTICE • FEBRUARY 2011<br>DOI: 10.1111/j.1540-5826.2010.00323.x<br>CITATIONS |

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

| <i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i> |                            |                                              |                                                 |                                                                                |                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Content Area Focus                                                                                                                                                                                                                                  | Target Population(s)       | Name of Intervention                         | Person Responsible                              | Indicators of Success (Measurable Evaluation Outcomes)                         | Research Supporting Intervention<br>(i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA                                                                                                                                                                                                                                                 | Students with Disabilities | *After school Tutoring Program – Springboard | Principal, Vice Principals<br>Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC) |                                                                                            |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

| Content Area Focus | Target Population(s)       | Name of Intervention                         | Person Responsible                           | Indicators of Success (Measurable Evaluation Outcomes)                                                              | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|----------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                    |                            | Extended School Year                         | Supervisor of Special Education              | Attendance Reports, IEPs, formal assessment data (F & P, writing assessments, PARCC)                                | Program required by Special Education Law                                               |
| Math               | Students with Disabilities | *After school Tutoring Program – Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC)       | Program required by Special Education Law                                               |
|                    |                            | Extended School Year                         | Supervisor of Special Education              | Attendance Reports, IEPs, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC) |                                                                                         |
|                    |                            |                                              |                                              |                                                                                                                     |                                                                                         |
| ELA                | Homeless                   | *After school Tutoring Program - Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC)                                      |                                                                                         |
| Math               | Homeless                   | *After school Tutoring Program - Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC)       |                                                                                         |
|                    |                            |                                              |                                              |                                                                                                                     |                                                                                         |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

| Content Area Focus | Target Population(s) | Name of Intervention                         | Person Responsible                           | Indicators of Success (Measurable Evaluation Outcomes)                                                        | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                 |
|--------------------|----------------------|----------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA                | Migrant              | *After school Tutoring Program - Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC)                                | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.<br><br>Columbia University Teachers' College Reading Writing Project |
| Math               | Migrant              | *After school Tutoring Program - Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC) | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.                                                                      |
| ELA                | ELLs                 | *After school Tutoring Program - Springboard | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC)                                | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.<br><br>Columbia University Teachers' College Reading Writing Project |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

| Content Area Focus | Target Population(s)       | Name of Intervention                                                                  | Person Responsible                           | Indicators of Success (Measurable Evaluation Outcomes)                                                        | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                 |
|--------------------|----------------------------|---------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math               | ELLs                       | *After school Tutoring Program – Springboard<br><br>Mid-Day Tutoring (Lunch Learning) | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC) | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.                                                                      |
| ELA                | Economically Disadvantaged | *After school Tutoring Program – Springboard<br><br>Mid-Day Tutoring (Lunch Learning) | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC)                                | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.<br><br>Columbia University Teachers' College Reading Writing Project |
| Math               | Economically Disadvantaged | *After school Tutoring Program – Springboard<br><br>Mid-Day Tutoring (Lunch Learning) | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC) | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.                                                                      |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

| Content Area Focus | Target Population(s) | Name of Intervention                                                                  | Person Responsible                           | Indicators of Success (Measurable Evaluation Outcomes)                                                        | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                 |
|--------------------|----------------------|---------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA                |                      | *After school Tutoring Program – Springboard<br><br>Mid-Day Tutoring (Lunch Learning) | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (F & P, writing assessments, PARCC)                                | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.<br><br>Columbia University Teachers' College Reading Writing Project |
| Math               |                      | *After school Tutoring Program – Springboard<br><br>Mid-Day Tutoring (Lunch Learning) | Principal, Vice Principals Springboard Staff | Attendance Reports, formal assessment data (Go Math Benchmarks, common assessments, fact fluency data, PARCC) | Executive Summary, Dr. Brett Prilik Massachusetts Comprehensive Assessment Data Review regarding increase in student achievement for students who attend the Spring Board Program.                                                                      |

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|------------------|--------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|
|--------------------|----------------------|------------------|--------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

| Content Area Focus | Target Population(s)       | Name of Strategy                                                                                                                             | Person Responsible                                                                                                                    | Indicators of Success (Measurable Evaluation Outcomes)                                                                                                                       | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                        |
|--------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| ELA                | Students with Disabilities | Professional Learning Communities<br><br>Focus Days<br><br>TC Saturday Reunions<br><br>TC Cross Content Institute<br><br>Technology Training | Principal, Vice-Principals, ScIP Team, Reading Specialist, Tech. Integration Coach, Teachers, and paraprofessionals                   | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides, Columbia University Teachers' College Research. |
| Math               | Students with Disabilities | Professional Learning Communities<br><br>TC Cross Content Institute<br><br>Technology Training                                               | Principal, Vice-Principals, ScIP Team, Reading Specialist, Math Coordinator, Tech. Integration Coach, Teachers, and paraprofessionals | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides                                                  |
| ELA                | Homeless                   | Professional Learning Communities<br><br>Focus Days                                                                                          | Principal, Vice-Principals, ScIP Team, Reading Specialist, Tech. Integration                                                          | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from                                    | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides, Columbia University Teachers' College Research. |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                             | Person Responsible                                                                                                                    | Indicators of Success (Measurable Evaluation Outcomes)                                                                                                                       | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                        |
|--------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      | TC Saturday Reunions<br><br>TC Cross Content Institute<br><br>Technology Training                                                            | Coach, Teachers, and paraprofessionals                                                                                                | professional development sessions.                                                                                                                                           |                                                                                                                                            |
| Math               | Homeless             | Professional Learning Communities<br><br>TC Cross Content Institute<br><br>Technology Training                                               | Principal, Vice-Principals, ScIP Team, Reading Specialist, Math Coordinator, Tech. Integration Coach, Teachers, and paraprofessionals | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides                                                  |
| ELA                | Migrant              | Professional Learning Communities<br><br>Focus Days<br><br>TC Saturday Reunions<br><br>TC Cross Content Institute<br><br>Technology Training | Principal, Vice-Principals, ScIP Team, Reading Specialist, Tech. Integration Coach, Teachers, and paraprofessionals                   | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides, Columbia University Teachers' College Research. |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                                                                        | Person Responsible                                                                                                                    | Indicators of Success (Measurable Evaluation Outcomes)                                                                                                                       | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                        |
|--------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Math               | Migrant              | Professional Learning Communities<br><br>TC Cross Content Institute<br><br>Technology Training                                                                                          | Principal, Vice-Principals, ScIP Team, Reading Specialist, Math Coordinator, Tech. Integration Coach, Teachers, and paraprofessionals | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides                                                  |
| ELA                | ELLs                 | Professional Learning Communities<br><br>Focus Days<br><br>TC Saturday Reunions<br><br>TC Cross Content Institute<br><br>Technology Training<br><br>Specific Training for ELL/ESL Staff | Principal, Vice-Principals, ScIP Team, Reading Specialist, Tech. Integration Coach, Teachers, and paraprofessionals                   | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides, Columbia University Teachers' College Research. |
| Math               | ELLs                 | Professional Learning Communities<br><br>TC Cross Content Institute                                                                                                                     | Principal, Vice-Principals, ScIP Team, Reading Specialist, Math Coordinator,                                                          | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from                                    | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides                                                  |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

| Content Area Focus | Target Population(s)       | Name of Strategy                                                                                                                             | Person Responsible                                                                                                                    | Indicators of Success (Measurable Evaluation Outcomes)                                                                                                                       | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                        |
|--------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                            | Technology Training                                                                                                                          | Tech. Integration Coach, Teachers, and paraprofessionals                                                                              | professional development sessions.                                                                                                                                           |                                                                                                                                            |
| ELA                | Economically Disadvantaged | Professional Learning Communities<br><br>Focus Days<br><br>TC Saturday Reunions<br><br>TC Cross Content Institute<br><br>Technology Training | Principal, Vice-Principals, ScIP Team, Reading Specialist, Tech. Integration Coach, Teachers, and paraprofessionals                   | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides, Columbia University Teachers' College Research. |
| Math               | Economically Disadvantaged | Professional Learning Communities<br><br>TC Cross Content Institute<br><br>Technology Training                                               | Principal, Vice-Principals, ScIP Team, Reading Specialist, Math Coordinator, Tech. Integration Coach, Teachers, and paraprofessionals | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, ScIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides                                                  |
| ELA                |                            | Professional Learning Communities                                                                                                            | Principal, Vice-Principals, ScIP                                                                                                      | Online Discussion Notes, Administrative walk-throughs,                                                                                                                       | Richard DuFour's Research, Previous CAPA recommendations                                                                                   |

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                        | Person Responsible                                                                                                                    | Indicators of Success (Measurable Evaluation Outcomes)                                                                                                                       | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)       |
|--------------------|----------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                    |                      | Focus Days<br>TC Saturday Reunions<br>TC Cross Content Institute<br>Technology Training | Team, Reading Specialist, Tech. Integration Coach, Teachers, and paraprofessionals                                                    | iObservation reports, Staff Surveys, SCIP Team Meeting minutes, documentation from professional development sessions.                                                        | in district, IES Practice Guides, Columbia University Teachers' College Research.         |
| Math               |                      | Professional Learning Communities<br>TC Cross Content Institute<br>Technology Training  | Principal, Vice-Principals, SCIP Team, Reading Specialist, Math Coordinator, Tech. Integration Coach, Teachers, and paraprofessionals | Online Discussion Notes, Administrative walk-throughs, iObservation reports, Staff Surveys, SCIP Team Meeting minutes, documentation from professional development sessions. | Richard DuFour's Research, Previous CAPA recommendations in district, IES Practice Guides |

***\*Use an asterisk to denote new programs.***

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? *The School Leadership Team will be responsible for evaluating the schoolwide program for the 2015-2016 school year. The evaluation will be ongoing with a minimum of 4 meetings of the entire team to evaluate outcomes. Additionally sub-committees may be formed to analyze data sets and outcomes which will then be shared with the group at large.*
2. What barriers or challenges does the school anticipate during the implementation process? Technology integration is multifaceted as such time is of the essence in ensuring access to the technology in addition to professional development for the effective use of commencing at the beginning of the school year.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *Staff has indicated through various surveys the need to integrate technology into the current instructional models. Current initiatives such as the use of Xtra math were derived from teacher interest in a pilot setting which yielded positive student results. As such, the use of the tool became a school wide initiative in the 2014-2015 school year. The only down side has been the consistent lack of devices in the classrooms which makes implementation difficult. The staff has already demonstrated “buy in” but they proceed cautiously due to access. Parental response to technology integration has been positive with parents having students utilize the same online programs and resources at home. Technology workshops for parents should increase this type of participation. Professional development opportunities as well as consistent access to technology will be key to ensuring “buy in”.*
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *Staff surveys will be utilized to gauge perceptions of the various components of the school wide plan. Members of the Leadership Team also serve a vital role in facilitating open communications between school staff and leadership to ensure a true collaborative effort in planning.*

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Similar to staff, surveys to parents will be utilized to gauge their perceptions. Additionally parental involvement committee meetings/workshops will be held minimally 3 times thorough the school year for the same purpose. Administration also maintains open lines of communication with the PTA to ensure the school leadership has a throughout understanding of parental concerns and works to address them.

6. How will the school structure interventions?

The interventions contained within the plan consist of practices and or programs that will be embedded into existing instructional models to enhance current practices. Additionally the I & RS team will continue to function in a manner to provide additional interventions/support to staff based on the needs of specific students.

7. How frequently will students receive instructional interventions? Instructional interventions can take place as necessary. Classroom level interventions take place on a daily basis. Depending upon a child's specific needs and the interventions being applied the frequency can vary.

8. What resources/technologies will the school use to support the schoolwide program?

Technology (laptops, chrome books, interactive white boards, and corresponding educational software) are included in the plan and intended to be utilized daily in various ways to enhance instruction and monitor student progress at meeting/exceeding learning goals.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Various forms of quantitative data will be evaluated including, but not limited to: F & P Data, Go Math Benchmark Data, Xtra Math Data, Common Assessment Data, Writing Rubric Data from pre-post samples, attendance (for after school programming and the potential impact on academic progress), report card data, iRead (Pilot data) and IXL (Pilot Data).

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

The schoolwide Committee will facilitate communication regarding plan outcomes to all stakeholder groups at meetings held specifically for the purpose of sharing the information. Additionally there are strong lines of communication with the central office staff throughout the entire process of evaluating data, planning, implementation of the plan and ultimately outcomes.

***\*Provide a separate response for each question.***



## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

| <b>Content Area Focus</b> | <b>Target Population(s)</b> | <b>Name of Strategy</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>Person Responsible</b> | <b>Indicators of Success (Measurable Evaluation Outcomes)</b>            | <b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>                                                                                                                                      |
|---------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA                       | Students with Disabilities  | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff  | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |
| Math                      | Students with Disabilities  | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences                                                                                                                                                                                                                                                          | Administration/All Staff  | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a>                                               |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                                        | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                             |
|--------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      | American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media<br>(Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases                                                                                                                                                |                          |                                                                          | Previous district CAPA recommendations                                                                                                                                                                                          |
| ELA                | Homeless             | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media<br>(Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                                     | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                             |
|--------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math               | Homeless             | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |
|                    |                      |                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                                                                          |                                                                                                                                                                                                                                 |
| ELA                | Migrant              | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated                                                                                                    | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                                     | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                                                             |
|--------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      | Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases                                                                                                                                                                                                                                                                                                   |                          |                                                                          |                                                                                                                                                                                                                                                                 |
| Math               | Migrant              | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br><br><br><br><br><br><br><br><br>Previous district CAPA recommendations |
|                    |                      |                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                                                                          |                                                                                                                                                                                                                                                                 |
| ELA                | ELLs                 | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter                                                                                                                                                                                                          | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a>                                                                               |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s)       | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                                     | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                             |
|--------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                            | PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases                                                                                                                                                                                                |                          |                                                                          | Previous district CAPA recommendations                                                                                                                                                                                          |
| Math               | ELLs                       | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |
|                    |                            |                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                                                                          |                                                                                                                                                                                                                                 |
| ELA                | Economically Disadvantaged | Parental Involvement Committee<br>Building Leadership Team                                                                                                                                                                                                                                                                                                                                           | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement                                                                                                                                                                        |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s)       | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                   | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                             |
|--------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                            | (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media<br>(Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases                                       |                          |                                                                          | <a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations                                                                 |
| Math               | Economically Disadvantaged | Parental Involvement Committee<br>Building Leadership Team<br>(All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media<br>(Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                                                                                                                                                                                                                                                                                                                     | Person Responsible       | Indicators of Success (Measurable Evaluation Outcomes)                   | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)                                                                                                                                             |
|--------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      | Band Choir Showcases                                                                                                                                                                                                                                                                                                                                                                                 |                          |                                                                          |                                                                                                                                                                                                                                 |
| ELA                |                      | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |
| Math               |                      | Parental Involvement Committee<br>Building Leadership Team (All Stakeholders on Team)<br>Back to School Night<br>Parent Teacher Conferences<br>American Education Week<br>School Newsletter<br>PTO Participation<br>Genesis Parent Portal<br>Social Media (Communication)<br>Connect Ed Automated                                                                                                    | Administration/All Staff | Surveys, sign-in sheets, attendance records, meeting minutes and agendas | US Department of Education Family & Community Engagement<br><br><a href="http://www.ed.gov/family-and-community-engagement">http://www.ed.gov/family-and-community-engagement</a><br><br>Previous district CAPA recommendations |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy                                                                                   | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|----------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|
|                    |                      | Phone System<br>*Technology Workshops for Parents<br>Art and Science Night<br>Band Choir Showcases |                    |                                                        |                                                                                     |

*\*Use an asterisk to denote new programs.*



## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

### 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

*Research shows that parental involvement has positive impact on student achievement both academically and behaviorally. The Leadership Team at the school will continue to work cooperatively and collaboratively with the PTA to offer multiple opportunities for parents to support their children in their academic life. This includes providing opportunities for parents to better understand how to navigate the educational systems and programs in order to provide consistency and build a stronger home-school connection. Opportunities to showcase students' accomplishments also serve as a way to promote positive interactions between home and school and typically result in large turn-outs from all sub-group populations.*

2. How will the school engage parents in the development of the written parent involvement policy?

*We will invite parents to attend meetings held at various dates and times in order to accommodate different schedules for the purpose of fostering open communication regarding the parent involvement policy. The policy is reviewed and adjusted based on the feedback from all stakeholders and the needs of the students and community.*

3. How will the school distribute its written parent involvement policy?

*The Hamilton Township School District takes the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to parents in a specified and uniform format. This includes student mailing and posting of information to the district website. Communication is also facilitated via the district's phone system, newsletters, notices, social media and parent information tables located in each building.*

4. How will the school engage parents in the development of the school-parent compact?

*The revision of the school-parent compact follows a process where all stakeholders are engaged in providing feedback via survey or at in-person meetings in order to contribute to the revision of the school-parent compact where necessary and appropriate.*

5. How will the school ensure that parents receive and review the school-parent compact?

*Once revisions are finalized the school-parent compact is sent home to all of the families. The school-parent compact is also posted on the website.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

**6. How will the school report its student achievement data to families and the community?**

*Student achievement data is reported to families and the community in the following ways:*

- *BOE meeting presentations (Available Online)*
- *Newspapers*
- *Hess School Report Card*
- *School Website and Letters for the principal*
- *Parent Involvement Committee Meetings*

**7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

*A letter is sent home and a public presentation is made to the Board of Education. This presentation is then available online.*

**8. How will the school inform families and the community of the school's disaggregated assessment results?**

*All parents/guardians are mailed a copy of their own child's NJASK (PARCC) scores. If required/requested administration or guidance meets personally with parents/guardians interested in obtaining further information regarding their own child/children. As a part of the presentation to the Board of Education and contained with in the School Report Card the disaggregated data is available to parents.*

**9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

*The schoolwide committee is comprised of faculty, staff, parents and community members. Parent information meetings are held throughout the year to keep parents who are not on the Leadership Team involved in the process. This included parent meetings for the purpose of discussing CNA results as well as well as identified priority problems. This will continue to be the process.*

**10. How will the school inform families about the academic achievement of their child/children?**

*All parents/guardians are mailed a copy of their own child's NJASK (PARCC) scores. If required/requested administration or guidance meets personally with parents/guardians interested in obtaining further information regarding their own child/children. Interim trimester reports as well as report cards are mailed home and available through the Genesis Parent Portal online.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

*The funds will be used to provide parents with professional development throughout the school year. Funds will be directly used for payment of speakers and refreshments. Along with that, when applicable and necessary, funds can be used to assist in the childcare for those parents that are attending.*

***\*Provide a separate response for each question.***

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

|                                                                                                                                                             | Number & Percent | Description of Strategy to Retain HQ Staff                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers who meet the qualifications for HQT, consistent with Title II-A                                                                                    | 122              | A full time new teacher induction program is implemented each year in August and continued during the course of the school year. Additional professional development opportunities are made available each month. Mentors and buddies are assigned and work closely with new teachers. Through the articulation new teachers work closely with colleagues for a variety of purposes. |
|                                                                                                                                                             | 100%             |                                                                                                                                                                                                                                                                                                                                                                                      |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A                                                                             | 0                |                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                             | 0%               |                                                                                                                                                                                                                                                                                                                                                                                      |
| Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)                              | 34               | Lead paraprofessional are identified to provide support for our staff. Orientation is also provided in addition to professional development opportunities offered during the school year.                                                                                                                                                                                            |
|                                                                                                                                                             | 100%             |                                                                                                                                                                                                                                                                                                                                                                                      |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* | 0                |                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                             | 0%               |                                                                                                                                                                                                                                                                                                                                                                                      |

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools                                                                                                                                                                                                                                                                                                                                          | Individuals Responsible                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>The Hamilton Township School District only hires teachers who hold either a CE, CEAS or a standard certificate for the position they are seeking. Only highly qualified teachers are hired. Additionally, recruitment strategies to assist in the process include advertisement in local newspapers, online at NJSchoolJobs.com, NJ Hire, AppliTrack, and the county office as well as referrals and local job fairs.</b> | <b>The entire district administrative team and Personnel Department (Mrs. Elen Manalang).</b> |